



Northowram Primary School

Behaviour Policy

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| Name of Policy Writer | Northowram Primary School |
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Introduction



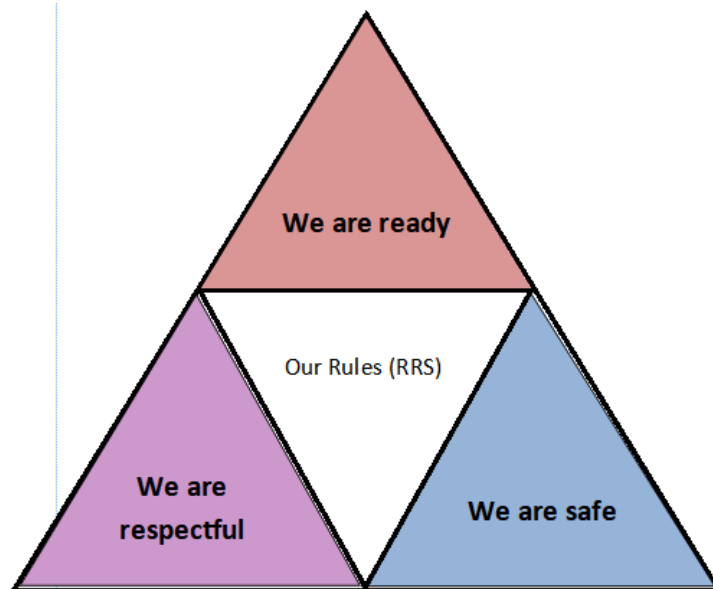
We work in partnership with parents and carers to guide, encourage and instruct children within a framework of rules and values. Effective behaviour management is essential to the smooth running of our school and in the creation of an environment where everyone can learn in calm productive classrooms and play cooperatively in safe playgrounds.

At Northowram Primary School, we are a family so shared values are important. We have the highest expectations of conduct – we believe in the importance of good manners and in treating others with care and respect at all times, both in and outside of the classroom and throughout the school day. This policy will support us all to have consistent, positive and purposeful school-wide practices.

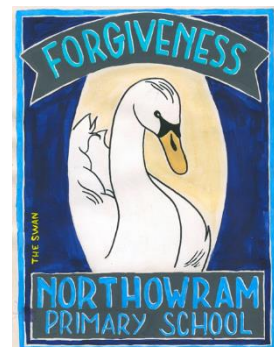
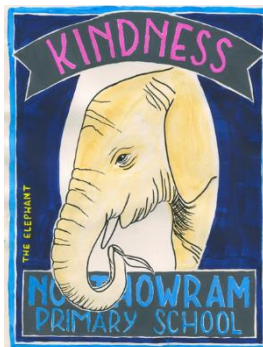
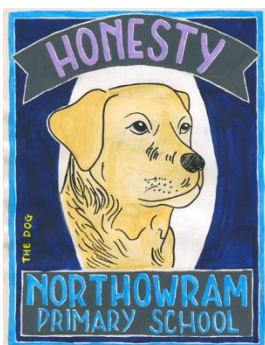
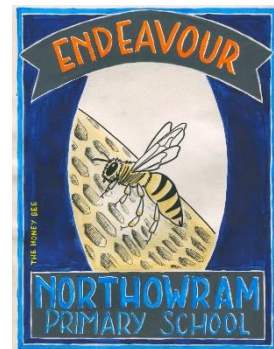
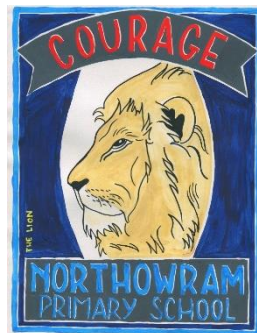
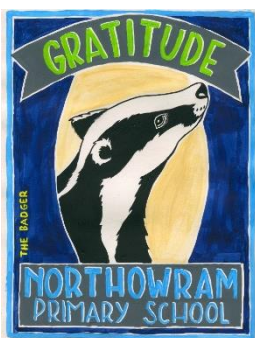
We aim to:

- Ensure lessons in all classrooms are free from interruption due to poor behaviour so that learning is maximised for all children
- Promote and recognise positive behaviour
- Educate children to be aware of and take ownership of their behaviour including taking responsibility when mistakes are made
- Promote and expect children to live their daily lives in school demonstrating our school values of kindness, honesty, endeavour, courage, forgiveness and gratitude
- Support children to develop positive caring relationships with each other
- Support children to develop self-control and regulation
- Resolve problems taking a restorative approach
- Take preventative steps to reduce the likelihood of bullying behaviour and take swift action to ensure any bullying behaviour is stopped promptly if it occurs
- Support children with SEND well so that they meet our aim that **all** children follow the school rules
- Ensure our pupils and staff are safe from abuse or assault

Northowram Primary School Rules



Northowram Primary School Values



Adults in School

Adults working with children in school are trained on a relational approach to behaviour management. We know that the way in which we behave and interact with pupils as adults impacts on the behaviour of the children in school. Adults in school are trained in applying the following consistent '4 Pillars' which underpin our behaviour management practice:

Calm, consistent adult Behaviour

Adults in our school are trained to remain calm when dealing with behaviour from children which may not always be in line with our school rules. Adults use this pillar to ensure that they **praise in public and reprimand in private** wherever possible. **Shouting is avoided** wherever possible and, whilst behavior which falls short of our school rules will be corrected, adults in school treat children with kindness and respect.

First Attention to Best Conduct

Adults in school recognise good behaviour in line with our school rules and values in lessons, at playtimes and at lunchtimes. **Positive recognition boards** are in place in every classroom where children following school rules are publicly recognised and **postcards, stickers and certificates** are shared with families for children who consistently uphold school expectations around conduct and the following of school rules.

Relentless Routines

Adults in school are trained on how to develop routines in and out of the classroom which support the smooth running of lessons, learning and play. These include 'Tremendous Transitions' when pupils move between activities, 'Legendary Line-ups' when pupils are required to line up to enter or leave the classroom and 'Wonderful Walking' for times when children are required to move around school. Routines are rehearsed and practiced until they become second nature to children.

Restorative Follow-up

Adults in school are trained in how to repair relationships following an event where behaviour which falls short of our school rules has occurred. Adults in school believe that this is essential to the healthy development of pupils. Restorative practices are used to help children to understand the impact of their actions on others and deepen their relationships with their teachers, adults and peers in school.

Consistent Practices

Time Out

Sometimes, there is a need for children to take out from their learning or social environment. Time out is an appropriate strategy:

- When children lash out (hit, kick, push furniture over etc)
- For any aggressive behaviour to others, including verbal abuse
- For *persistent* calling out or other behaviour (where a rule reminder and/or additional support has been given but the child has not corrected their behaviour) which affect other children's right to learn or teachers' right to teach
- For any significantly unsafe behaviour

Time-out can:

- Protect children's and teachers' rights
- Give the child time to cool down, regain composure and regulate
- Allow the child some thinking and reflection time
- Give the class and teacher necessary respite and cool-off time

Where possible, time-out is managed within the classroom, moving a child away from their peers to a different area of the classroom. If this is not possible, or there is a need for a more obvious removal from the peer-group, children may be asked to spend time in another classroom for a short, agreed amount of time. Where appropriate children can take work to be completed – on return to their classroom children should be subtly welcomed and redirected to their task.

If Time-out is required, children will not be sent out into corridors or anywhere where they are unsupervised.

Inclusion

Where it is the case that a child is finding it difficult to follow the school rules due to a special education need or disability, school staff, SENCO, parents and carers and outside agencies as appropriate work together swiftly to plan a way forward. Plans are designed to provide additional support and guidance so that rapid progress can be made to meet our aim that **all children** will follow the school rules:

- An individual behaviour plan may be written. This identifies short term, measurable targets linked to improved behaviour, and strategies that will be used at school (and home in many cases) to support these positive changes.
- Progress towards these targets is closely monitored.

- Class teachers liaise with the SENCO and leadership team for advice on strategies and to discuss progress.
- The school works with other professionals such as: Educational Psychologist, Family Support and ASD service to gain the best advice and support for children, school staff and families where an additional Special Educational Need or Disability may make it more difficult for a child to follow the school rules.
- School provides reasonable adjustments to practice and provision such as access to the Sensory Room, a calm-box, regulation strategies such as 'walk and talk', social stories and interventions to help children to be able to follow the school rules.

Physical Interventions

All adults are trained in de-escalation strategies to help them help children who become dysregulated, lose their tempers and/or become aggressive towards staff or children. School staff have a duty of care to all staff and pupils which means that sometimes, it may be necessary to physically intervene with a situation to move a child or stop a situation where a child may be harming others or damaging school or others' property. Calderdale Health and Safety Officers advise schools to ensure that key staff members are trained in the use of appropriate physical intervention. 4 staff members are trained by attending a certificated 'Team-Teach' course in the use of appropriate physical intervention and training is kept up to date. Physical interventions should be avoided where possible but may be used in the following situations:

- Risk of harm to the child occurring or likely to occur
- Risk of harm to other children or staff occurring or likely to occur
- Risk of damage to property such as breaking glass, doors or furniture is occurring or likely to occur

All occasions where physical interventions have been used are logged on our monitoring system and are always reported to parents and carers.

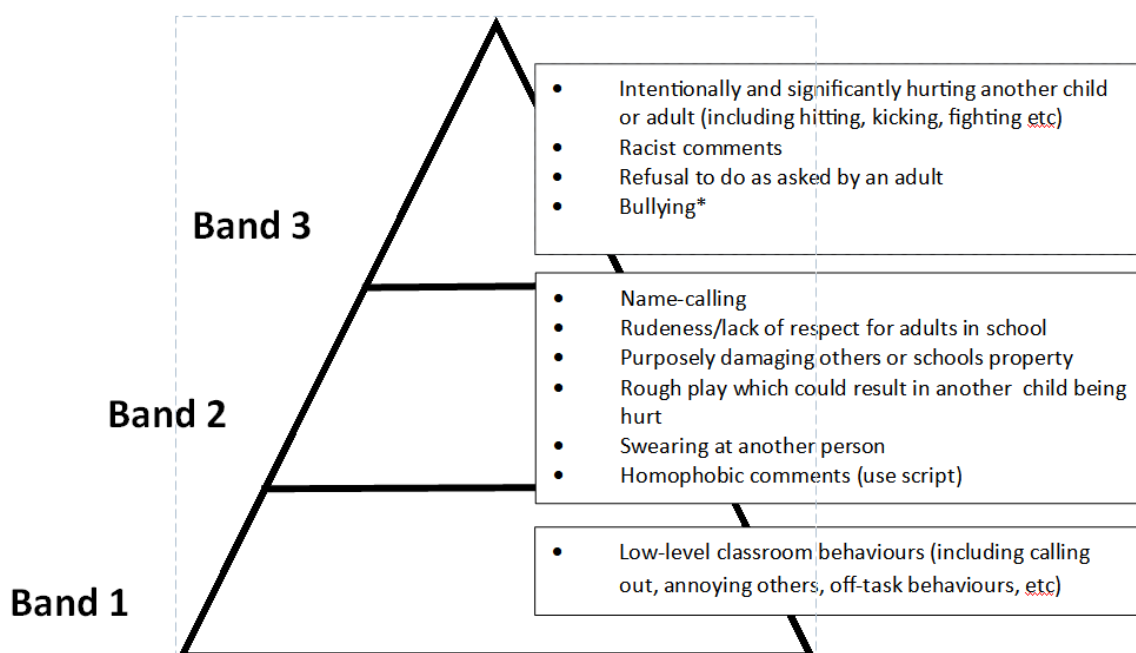
Suspensions and Permanent Exclusions

Northowram Primary School follows the guidance set out by the Department for Education [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

Whilst the decision to suspend or exclude is never taken lightly, suspensions and exclusions are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in our school and maintain the safety of our school community. The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary and it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

Behaviour Consequences

There are **three bands** of behaviour that our school finds unacceptable as they can affect learning and/or affect another's well-being or safety:



Incidents of bullying (sustained verbal or physical attacks on an individual by individuals or groups) or allegations of bullying will be investigated and addressed by the Deputy Headteacher or Headteacher.

This triangle describes and categorises different bands of behaviour in order of seriousness. It is up to the school's discretion to decide which band specific behaviours (which may not be described explicitly here) fall into, and to therefore respond with appropriate consequences.

At Northowram Primary School, we learn from our mistakes.

This diagram provides a summary of progressive sanctions which will usually be applied to promote responsible behaviour. Please note that where 'Exclusion' is cited, this has now been replaced with Suspension for fixed term suspensions. Exclusion now relates only to permanent exclusions.

